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ABSTRACT

This volume, the last in a series of seven, contains the learning module on staff, which focuses on the last Child Development Associate (CDA) competency, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The module in this volume focuses on the functional area of staff, which includes center support activities such as attending conferences, using community resources, and promoting bilingual/bicultural preschool education in the community. The module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

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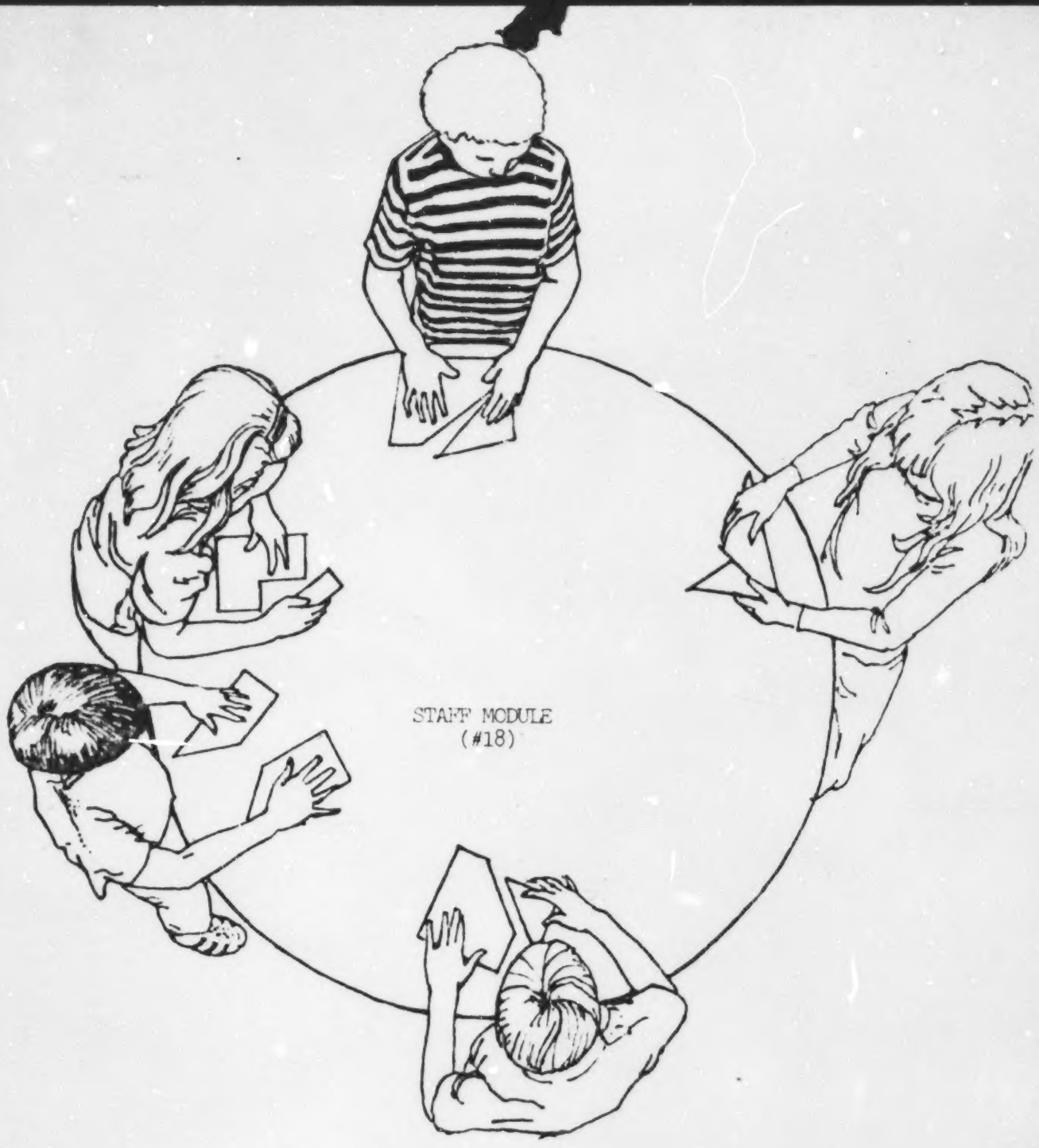
TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

BOOK
F

COMPETENCY F: CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

PS010444



STAFF MODULE
(#18)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(Staff)

Definition: Candidate works cooperatively with other staff members where the Center's plans, activities, policies and rules are concerned.

This functional area and module focuses on those supported activities that are necessary for the effective functioning of the center and its groups. Records concerning the growth, behavior and progress of each child should be maintained. Activities of the group should be planned in conjunction with the goals of the center. Available community resources should be utilized. Participation and general cooperation with other center personnel should be evidenced.

1. The Candidate will demonstrate that he or she develops and constructs, and/or adapts bilingual/bicultural instructional material applicable to the children they serve.
2. The Candidate will demonstrate knowledge of what resources are available from state and local agencies to assist in implementing bilingual/bicultural programs.
3. The Candidate will identify and use local and state resource persons to assist in staff training.
4. The Candidate will demonstrate interest in furthering professional growth by attending workshops, seminars, and conferences and by subscribing to and reading relevant material related to bilingual/bicultural preschool education.
5. The Candidate will demonstrate that he or she has been able to promote the concept of bilingual/bicultural education in the community.

STAFF
PRE-ASSESSMENT

Check the answer on the right that most appropriately describes your own activities.

	Never	Sometimes	Usually	Always
1. Assists head teacher or center director in maintaining records concerning growth, behavior and progress of each child in the center.				
2. Helps to plan and coordinate activities of the center in conjunction with the goals of the center.				
3. Helps to identify available community resources.				
4. Helps to develop and construct, and/ or adapts bilingual/bicultural instructional material applicable to the children served.				
5. Helps to identify teacher training needs.				
6. Helps to plan staff training plan.				
7. Help to identify and use local and state resource persons to assist in staff training.				
8. Teacher attends workshops, seminars and conferences.				
9. Teacher subscribes to and/or needs relevant material to bilingual/bicultural preschool education.				
10. The teacher has been able to promote the concept of bilingual/bicultural education in the community.				
11. Works with the parental involvment person in planning and carrying out parental involvement activities.				
12. Works with social services person in planning and carrying out activities of the component.				

	Never	Sometimes	Usually	Always
13. Works with the person responsible for nutrition in planning and carrying out activities of the component.				
14. Works with the person responsible for the health component in planning and carrying out activities for this component.				

MODULE

LEARNING ACTIVITIES

Competency: Carry out supplementary responsibilities related to the children's programs.

Functional Area: Staff

Module: Staff (Module #18)

Skill: Identification

Activity # 1

The trainee will read the Staff Module of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to staff module.

CYCLE I

Diagnostic

Activity # 1

Review the permanent records of the children in your classroom and list the names of those children on which you have not made any anecdotal reports.

Prescriptive

Activity # 2

After reviewing and listing those children which have no anecdotal records, select the names of five children on whom you will make anecdotal observations during the period of one week. One child will be observed per day for a 30-minute period.

Implementation

Activity # 3

Observe and record all the activities that the selected child does in a period of 30 minutes. The child may be involved in independent play, free play, small group interaction or large group interaction.

The following information should be included in your anecdotal record:

a) Child's name
b) Date and time
c) Number of activities involved
d) Materials used
e) Interactions with other children
f) Amount of physical activity

Assessment

Activity # 4

Review your observation with your teacher or aide and write down appropriate comments. Place a copy of your anecdotal record in the child's permanent file. Have trainer check the records.

CYCLE II

Diagnostic

Activity # 1

Determine from your immediate supervisor when your center will hold its next staff meeting.

Prescriptive

Activity # 2

Acquire a copy of the agenda for the staff meeting. Write comments on items where you would like to have input.

Implementation

Activity # 3

Attend the staff meeting, add to the discussion from comments on your copy of the agenda, and take notes over most important items covered by the meeting.

Assessment

Activity # 4

Write neatly or type up a copy of the staff meeting notes to be inserted in your portfolio. Have trainer check the staff meeting notes.

CYCLE III

Diagnostic

Activity # 1

Determine from your center director, trainer and/or local or state organizations in early childhood education/child development where the next local regional or state conference is going to be held.

Prescriptive

Activity # 2

With the help of your trainer and your center director, determine which conferences you would be allowed to attend and/or which conferences would be of most benefit to you. To choose the conference which would be of most benefit to you, review the twelve other functional areas and determine three functional areas where you would like to improve. Write a functional area. Examples are:

a) Group Management - The trainee will learn and be able to apply three new transitional techniques.

b) Safety - The trainee will be able to design and describe a playground that is safe for young children.

c) Language - The trainee will be able to select and use a language dominance test that is appropriate for the age level of the young children he or she works with.

Implementation

Activity # 3

The trainee will attend the conference and attend the sessions which will help him or her meet the written objectives.

Assessment

Activity # 4

Make a report of the conference sessions that helped you meet your objectives. Present your objectives and your written report at the next staff meeting.

MODULE NARRATIVE
OUTLINE
(Staff Development)

I. Qualities for a Teacher of Young Children

II. Formal Education

III. Staff Training

IV. Children's Records

V. Staff Meetings

VI. Conferences, Seminars, and Workshops

STAFF DEVELOPMENT

Competency Area VI concerns itself with the candidate's ability to carry out the supplementary responsibilities related to the children's programs. In order to be able to carry out these responsibilities, the candidate must process several skills of competence.

Qualifications for a Teacher of Young Children

The qualities that a teacher of young children should possess are insight, personal warmth, inner stability, and emotional maturity, in other words, a person who is self-actualizing, creative and inspiring. Whether the individual is a man or a woman is irrelevant, the essential requirements are emotional stability, mature personality development and the ability to empathize with others. The following is an overview of the major responsibilities that the teacher of young children must fulfill:

1) The teacher of young children needs to be able to establish rapport and a positive classroom climate early in the school year and relate the particular classroom of children to the larger organization of the school.

2) The teacher of young children is an educational leader who is responsible for designing and carrying through the curriculum that is taught in the classroom. Continuing efforts to integrate the various areas of the curriculum for young children should be uppermost in this planning. The tendency toward fragmentation in early childhood programs should be avoided.

3) The teacher of young children must discipline himself or herself to be patient with the child's initial attempts in concept learning. Part of this task is helping parents and other adults in the learning situation understand the giant intellectual steps that the acquisition of linguistic and intellectual skills represent.

4) The teacher of young children must recognize the need for each individual to develop a healthy self-concept. Each child needs acceptance as an individual with a distinct personality and positive attributes that contribute to the social and psychological well-being of the group. Further, within this school setting, the child needs to feel the acceptance of the broader group of people that form his or her family, neighborhood, and ethnic, racial, or religious affiliation.

5) The teacher of young children should not attempt to go it alone on the job, but should work as a member of the larger team of adults concerned with the education and welfare of young children. This team includes not only parents, of course, and other teachers but also the school principal, psychologist, social worker, coordinators, curriculum workers, and members of the central administration of the school district, the director (in private schools), the professor of education (or other faculty members) at the local or nearby college or university, the pediatrician, the school nurse, the speech therapist, and the host of other specialists, volunteers, and visitors who come in contact with young children.

6) The teacher of young children should see himself or herself as an indispensable guide in the pivotal aspects of early childhood learning. Pride in one's profession and the attitude that it is one of the most vital jobs in our contemporary society cannot be overstressed. Too often we have heard the young child's teacher remark, "Oh, I'm just a nursery school teacher." This attitude that early learning is insignificant must be erased. Pride in one's profession should be the dominant posture for those working with young children.

7) The teacher of young children should act as a disseminator of information about early childhood education. Adults in American society are very unaware of the crucial nature of early learning. The teacher should seize every opportunity to campaign for the profession of early childhood education and for the cause of fully educating the very young child from birth on, no matter from what socio-economic level or ethnic affiliation the child comes from.

8) The teacher of young children should be keenly aware of the unique nature of socialization and encultration in the developing personality. The teacher must appreciate the fact that each child has been exposed to differing patterns of socialization and value orientation within his or her family setting. The teacher's responsibility is to individualize instructional methods to suit the needs of each child while maintaining a position as the leader in the educational setting, creating a climate of group rapport and belongingness.

9) The teacher of young children must incorporate a keen awareness of the multi-cultural nature of American society and the broader world society in all planning for the learning situations in the classroom. As we recognize the uniqueness of each child, so, too, we must keep in mind the heritage and background that each individual carries as he or she proceeds through life. This ethnic heritage can contribute to the ability to learn and develop, or it can become a block and a detriment. The teacher needs to be creative and open in the use of these elements of cultural heritage to enhance learning and intellectural development.

FORMAL EDUCATION

The award of the CDA credential should not be the end to formal education for a teacher of young children. But rather, it should serve as a milestone of success upon which to build. A person with a CDA credential has proven that he or she has

acquired a minimum number of competencies which indicates he or she can work well with children.

A person who has a very real commitment to the education and development of young children will continue to develop professionally. One way this can be done is through the enrollment at a junior college or university to take courses in the areas of early childhood education and/or child development.

Examples of some courses that can be taken by a person who has received a CDA credential, or as a matter of fact even by a person who is presently enrolled in CDA training, are as follows:

1) Prenatal and Early Child Development -

   Interrelated Physical, mental, emotional, and social factors influencing healthy growth and development of children.

2) Nursery School Procedure -

   Care, development and guidance of the infant and pre-school child. Observation at the University nursery school.

3) The Art of Parent Education -

   Materials, methods and techniques for teaching early childhood education in the parent education dimension.

4) Introductory Nutrition -

   Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body.

5) Survey of Early Childhood Education -

   For teachers of children of kindergarten ages - research into philosophies, practices, trends, goals, and objectives, issues, community involvement and teacher characteristics.

6) Study of the Young Child -

   For teachers of children of kindergarten ages, dealing specifically with developmental tasks, role expectations, growth and development of the emotional, physical, social and mental being of the child, and how children learn.

Some of these courses may be taken as extension credit courses or as independent study courses, either way any student who desires University credit must usually meet the University entrance requirements and the specific pre-requisite requirements for the course.

STAFF TRAINING

Pre-service and in-service training serve the very real purpose individualizing early childhood education to the needs of your local and/or community situations. Pre-service training workshops have three objectives. They are:

1) To introduce the philosophy of your program.
2) To provide an opportunity for teachers to experience the program's process during their own training.
3) To provide an opportunity for teachers to discuss, plan and make materials needed during the first weeks.

The number of days that can be assigned for the pre-service training workshops can vary, but it is recommended that the staff have a minimum of five salaried days for this in-service training period. The following agenda is suggested for the workshop:

Agenda for Pre-Service Training Workshop

I. Program Overview

- A. Objectives of the Program
- B. Program's Processes

II. Establishing a Responsive Attitude and Atmosphere

- A. Initial Contacts with Parents
- B. The Phase-in-Period-Staggered Entrance Dates for Children

III. Planning the Learning Environment

- A. Observations of the Neighborhood and Home Environments
- B. Indoor and Outdoor Areas
- C. Organization and Management of the Learning Environment
- D. Careful Selection of Equipment and Materials
- E. Techniques for Guiding Children's Behavior
- F. Planning of Adult Roles
- G. Developing Daily Time Schedules

IV. Planning the First Week's Classroom Experiences

A. Planning Classroom Activities and Choosing Materials
B. Observing the Children in the Classroom

V. Evaluation of the Training Experienced during the Workshop

Nimmicht, Glen P. Inservice Teacher Training in the Use of the Responsive Program. General Learning Corporation, Morristown, New Jersey, 1971.

CHILDREN'S RECORDS

One way to evaluate procedures for staff members is to have them keep anecdotal records about children - writing down short descriptions of important or characteristic incidents. Adults in charge need to recall what children do and say from day to day because it is impossible to remember. Daily recording in the diary on individual children and on the classroom as a whole will be invaluable. Going over these records later gives many insights to staff members. It builds teaching skills and enables the student to follow the exciting and often surprising development of the children over the year. Careful records are especially important for the handicapped child who is enrolled in a center-based program. Such records will be added to the information used by health specialists working with a handicapped child and his family.

The heart of the educational process in center-based programs is the teacher-and-aide team. It is on their sensitivity, knowledge, skill and strength that the program depends. Adults working with children need to be backed up by a prompt and effective administration and by the community.

STAFF MEETINGS

In a center, all staff members benefit from participation in staff meetings, discussing teaching techniques and the inevitable problems with each other, planning joint activities and trips, exchanging visits to each other's rooms, etc. All people who work with preschool children especially need this sort of ongoing communication

because so much of the content of their curriculum is affected by the complex and spontaneous behavior of young children in their groups.

No child caretaker should have to function alone. Each needs the support and insight of the entire team.

CONFERENCES, SEMINARS AND WORKSHOPS

The new teacher in a preschool setting usually requires time to establish a routine and learn the curriculum. This may take as long as three or four years. But after several years of teaching children at approximately the same age-level and teaching them the same general curriculum, the teacher may become bored with doing the usual activities and projects over and over again. The experienced teacher begins searching for a challenge and some stimulation in the teaching situation. It may be that what the teacher has been doing for each annual crop of children has been quite adequate for them, but that she finds the recurrent valentine cards, Easter bunnies and pumpkin cutouts insufficiently interesting. At this more experienced level, a teacher may be asking what is new in the field, what new materials are available, are there exciting educational games, are there topics and areas of the curriculum that could be explored with the children that had not been considered before?

Membership in a professional association seems particularly meaningful at this time of his or her staff development. Attending local, regional, and national conferences and workshops is stimulating and rewarding. Teachers at this stage should be encouraged by their administrators and their colleagues to seek out opportunities for participation in inservice programs or to work on curriculum committees. The more experienced teacher will benefit from summer course work and workshops that offer them opportunities to travel, to visit schools in other countries or in other

locales in the United States. Investigating teaching practices and curriculum materials development can come about through professional journals, magazines, catalogues and brochures.

Self-examination is an integral part of staff development. The teacher at this stage of development is acutely aware of his or her own strengths and weaknesses. Some teachers, especially if they have been functioning in team-teaching situations, are beginning to specialize at this stage. One finds reading and the language arts are particularly appealing, while another teacher prefers teaching the science and math areas of the curriculum. After several years of teaching young children, a teacher finds that he or she has special talents in creative art projects, or teaching music to children, or presenting creative dramatics and dance. The individual at this stage should be encouraged to build on or extend these emerging specializations to enhance their value in the classroom and to the children one teaches.

FILMSTRIP NARRATIVE

STAFF DEVELOPMENT

VISUALS	MODULE #18	NARRATIVES
1. Focus frame		
2. Texas A&I Frame		Texas A&I University, Childhood Development Associate Training Materials presents
3. Title frame		Staff Development, Module #18
4. Staff personnel		Staff development basically includes any activities that result in more efficient instruction or a more cooperative classroom atmosphere. Because staff development encompasses so many areas only a few practical aspects will be illustrated.
5. Shot of center		The most obvious place to start is with the entire center. When the center is efficiently coordinated individual classrooms will be more likely to succeed.
6. Shot of staff meeting		An introductory workshop where staff members can become acquainted is an excellent beginning. Harmonious relationshiops between staff members result in more flexibility for all.
7. Two teachers		These teachers are planning a performance for parent's night. Both classrooms are involved and each teacher has made some good suggestions.
8. Two teachers		Duties and responsibilities will be shared and each teacher can do what she is best at.
9. Students		Cooperative ventures also expose the student to new experiences and people.
10. Teachers in conference		After this is accomplished, time should be set aside for staff members to become familiar with the overall goals and philosophy of the center. Policies and rules concerning the center should be presented and discussed.
11. Two teachers		Pre-service training workshops also allow the teacher time to review the overall goals of the year for her individual classroom.
12. Teacher		Curriculum and materials that are new should also be examined. An efficient classroom requires long term as well as the weekly and daily planning.

13. Workshop	Consultants familiar with new materials or techniques can also be used during pre-service training to assist teachers.
14. Teachers meeting	Teacher duties and responsibilities should extend far beyond the individual classroom. Teachers can assist in staff training in many ways such as suggesting possible areas that would benefit from staff training and identifying local and state resource persons to implement training sessions.
15. Principal & teacher	Identifying problem areas in a building should be a responsibility shared by all staff members. This teacher has noted a teacher need in her building and is requesting that this administrator seek a solution.
16. Neighborhood	Becoming familiar with the surrounding community is a necessity for all educators. In order to educate the TOTAL child the teacher must be familiar with his lifestyle and his attitude about the world around him.
17. Mother at home	Making regular home visits is a necessity for all teachers. Visits should never be limited only to complain about a child's behavior.
18. Children at home	Visits should obtain information such as living conditions, parents's attitudes toward child-rearing, attitudes of brothers and sisters toward each other, etc...
19. Smiling child	The teacher has visited the home to praise some accomplishment this child has made. The child's lack of motivation and restlessness has been greatly helped by regular home visits.
20. Parent helping	Parent involvement, a major instrument for educators can be accomplished in many ways aside from home visitations.
21. Parent's meeting	A forthcoming party has been the reason for this parent's meeting. Though parental activities require good planning by the teacher it is well worth the time and effor and in the long run makes the teacher's job easier.
22. Parent helping	This parent, one of several, comes in once a month with a planned activity for the children. Last month she brought some props and the children dramatized the Billy Goats Gruff.

23. Parent and teacher	Parents that are too shy to lead activities can participate in ones prepared by the teacher. This mother will make name tags for the children's trip to the zoo.
24. Mother with small children.	This parent will participate in a field trip and direct a small group of children.
25. Parent meeting	Promoting the concept of bilingual-bicultural education in the community, another important function for teachers, should involve parents whenever possible.
26. Adults in the school	Parents and community members who are hesitant on the concept of bilingual bicultural education may profit from classroom visits, invitations to special events, and conferences with teachers and administers.
27. Adult demonstrating to another adult.	Another facet of staff development that assists the teacher is close cooperation with curriculum writers and supervisors. Here the language specialist is demonstrating a lesson.
28. Teachers talking with supervisor	The teacher who is in the classroom daily can give suggestions and valuable ideas to the curriculum writers and supervisors.
29. Teacher planning	Developing, constructing, and adapting material suitable for the bilingual-bicultural program is another skill that must be developed and refined. This teacher is preparing for her day.
30. Two teachers working together.	Children's ability levels, interests, and language competencies must be considered when working on materials for their use.
31. Teacher reading	Bilingual-bicultural education is a relatively new approach in American education. New research and development should be of interest to all staff members. Subscribing to and reading relevant materials should be an active element in staff development.
32. Workshop	Workshops, seminars and conferences are another avenue for strengthening competencies.
33. Teacher and pupil	Since staff development basically includes any activities that result in more efficient instructio and more cooperative classroom atmosphere some qualities that a teacher should attain will be mentioned.

34. Teacher with students	Teachers of young children should possess insight, personal warmth, inner stability, and emotional maturity.
35. Teacher/children	A teacher should be able to make all children feel good about themselves regardless of their talents and abiltities.
36. Two children	Recognizing and nurturing the self-concept of each individual child contributes to a positive and harmonious feeling in the total classroom.
37. Teacher holding child	Using positive reinforcement as often as is necessary for the individual needs oftentimes eliminates deciplinary action.
38. Teacher watching child	A "problem child" usually reacts negatively in order to recieve attention. His talents and abilities should be recognized and rewarded so that ultimately attention will be sought on a productive and positive note rather than a negative one.
39. Teacher with children	Teaching children through a multicultural approach enhances learning and builds broader more positive attitudes towards all peoples and cultures. These attitudes and values can be expanded to other areas by a perceptive and creative teacher.
40. Group of adults	To accomplish many of these goals is a very difficult assignment for one teacher. Therefore the teacher should not attempt to go it alone but should work as a member of the larger team of adults concerned with the education and welfare of young children.
41. Group of adults	This team whould not only include parents and other teachers but also the school principal, psychologist, social worker, coordinators, curriculum workers, faculty members of local colleges and universities, the school nurse, the speech therapist, and many others.
42. Volunteer in classroom	This volunteer has excellent skills in creative dramatics, something that the classroom teacher may be deficient in.
43. Volunteer	Recruiting skilled help in weak areas or areas that for various reasons the teacher herself cannot manage contribute to a well-rounded stimulating classroom.

44. Children painting	Integrating the curriculum gives continuity and avoids fragmentation in the program. After discussing animals in the daily lesson the children can go to the art area and paint them. Relating activities throughout the day reinforces learning.
45. Student in college building	To insure professional growth, teachers as well as other staff members should further develop competencies through formal education. Neighboring colleges and universities offer many relevant courses for the interested educator.
46. Student in college building	Course work can be taken for credit or non-credit Innovative materials, methods and techniques for teaching early childhood education can provide an added dimension for both teacher and pupil.
47. Workshop	Intensive and continuous staff development by teachers and other staff members will insure a productive and efficient program.
48. The End	
49. Credits	

STAFF
POST-ASSESSMENT

Check the answer on the right that most appropriately describes your own activities.

	Never	Sometimes	Usually	Always
1. Assists head teacher or center director in maintaining records concerning growth, behavior and progress of each child in the center.				
2. Helps to plan and coordinate activities of the center in conjunction with the goals of the center.				
3. Helps to identify available community resources.				
4. Helps to develop and construct, and/or adapts bilingual/bicultural instructional material applicable to the children served.				
5. Helps to identify teacher training needs.				
6. Helps to plan staff training needs.				
7. Helps to identify and use local and state resource persons to assist in staff training.				
8. Teacher attends workshops, seminars and conferences.				
9. Teacher subscribes to and/or needs read relevant material to bilingual/bicultural preschool education.				
10. The teacher has been able to promote the concept of bilingual/bicultural education in the community.				
11. Works with the parental involvement person in planning and carrying out parental involvement activities.				
12. Works with social services person in planning and carrying out parental involvement activities.				
13. Works with the person responsible for nutrition in planning and carrying out activities of the component.				
14. Works with the person responsible for the health component in planning and carrying out activities for this component.				